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ABSTRACT

The 15 chapters of this handbook for teachers and administrators draw together the results of discipline research and a number of successful programs and policies from around the country. Chapter 1 considers curriculum deficiencies, family problems, and diet as causes of disruptive behavior. The second chapter describes the characteristics of disruptive youth and suggests a method for assessing student disruptiveness. Chapter 3 presents a series of overlays used in an inservice program for developing good disciplinary practices in teachers. The teacher's responsibility to set a good example is noted in chapter 4. Several approaches to classroom management are covered in chapter 5. Chapters 6 and 7 treat behavior modification and student behavior contracts. The value of eye contact is emphasized in chapter 8. The 9th and 10th chapters cover detention and suspension. A system of merits and demerits is proposed in the next chapter. Disciplining the angry child is pondered in chapter 12. Chapter 13 deals with corporal punishment. Chapter 14 contemplates the relationship between school climate and discipline. Chapter 15 recommends synthesizing a discipline policy appropriate to the individual situation from the handbook's alternatives and reviews the "Child's Bill of Rights." The bibliography cites 34 sources. (PGD)

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DISCIPLINE:
THERE ARE ALTERNATIVES!

A HANDBOOK FOR
Elementary Teachers and Principals

by

Stanley Curtis Coy

EA 014 966

Cover designed by Jeanne Sipahigil and Stanley Coy
1980

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DEDICATED TO:

My Mom and Dad.

A SPECIAL THANKS TO:

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Charlie Popplewell, Bonnie Thompson, Stanley Love, Bill Lukey, Betty Williams, William Glasser, Joe Halloran, R.F. Watts, George Weber, and *Instructor* magazine for sending me their ideas concerning discipline.

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TABLE OF CONTENTS

Introduction 1
Chapter ONE - The Disruptive Youth 3
Chapter TWO - The Problem 9
Chapter THREE - In-Service Training - A Valuable Tool.. 12
Chapter FOUR - Teacher Behavior 33
Chapter FIVE - Classroom Management..... 36
Chapter SIX - Behavior Modification 51
Chapter SEVEN - Contracting 62
Chapter EIGHT - Eye Contact 69
Chapter NINE - School After School..... 71
Chapter TEN - Out of School Suspension 77
Chapter ELEVEN - Merit-Demerit System 79
Chapter TWELVE - Discipline and the Angry Child 81
Chapter THIRTEEN - Corporal Punishment..... 85
Chapter FOURTEEN - School Climate -
Better Atmosphere - Better Discipline 92
Chapter FIFTEEN - Where Should We Go Now? 95
Biography 98
About the Author..... *Back Cover*

INTRODUCTION

With the revival of the "Back to Basics" concept in our schools today, a plea to "Back to Discipline" can be heard beneath the shadow of our learning problems in the classroom.

In a recent Gallup Poll concerning our school problems, the top choice mentioned was lack of discipline. The poll stated:

> "Discipline continues to top the list of major problems facing the public schools of the nation, as it has during eight of the last nine years of the Gallup Education Poll." (34:27)

The public, as well as teachers and administrators, are feeling that the disruptive youth in the classroom are wasting the minds of millions of students each year.

Discipline has become a big ill to our school systems. Educators feel lack of discipline has caused such problems as: declining test scores, public's poor attitude toward schools, moral standards decreasing, teachers becoming less satisfied with their jobs, and the public crying for accountability.

In this handbook, discussion will include the *whys* of discipline, the *ways* of correcting discipline, and the *programs* being developed throughout the

United States and Canada dealing with discipline.

The reason for such a full scope handbook on discipline is to provide programs and innovations that can be of benefit to teachers and administrators in solving their discipline problems.

To say we don't have a problem or that it will take care of itself is unrealistic thinking. Time has caused the problem, maybe it's time to solve the problem of DISCIPLINE!

CHAPTER ONE — THE CAUSES

It's when things seem worst
that I dare not quit.

What causes discipline problems? This chapter will take an indepth look at three areas of concern dealing with the cause of discipline problems in the classroom.

Before we, as teachers and administrators, try to solve the problem of discipline, we need to know the root of the problem.

Trying to narrow down the causes is an endless task. In the process of elimination, I have suggested three areas of concerns. These concerns are:

1. Curriculum deficiency.
2. Changes in the family.
3. Diet.

The first area of concern is:

CURRICULUM DEFICIENCIES

William Van Til believes that if schools have better curriculums, they will have better discipline. Van Til gives these reasons:

1. Curriculum does not make sense to the learner.
2. Content bears no relationship to the needs of the learner.
3. Curriculum is trivial.
4. Poor teacher planning.
5. Poor teacher motivation.
6. Poor teacher presentation of material. (30:35)

He feels that better discipline will prevail when:

1. Learning experiences relate closely to the present interests and needs of children who see the use of what they are learning.
2. Learning is related to the social realities which surround the child.
3. We practice what we preach as to respect for personality.
4. We develop active student participation, creative contributions, social travel, and all else that fosters significant experiences. (30:35-36)

Another educator who feels that curriculum is to blame is William Glasser. He believes:

> "That much of the disruptive behavior in today's schools result from the students' failure to learn to read properly. This failure is due to such factors as reading assignments that are meaningless, excessive exposure to television, and especially feeling of neglect and failure." (13:7)

All of this can be traced back to the curriculum developed in the classroom.

Speaking from experience, one can become very disinterested in a subject if the material is dull or teaching is less than adequate. Try sitting in a classroom for an hour if you are bored. It's not easy. Curriculum change could make a big difference.

The second category is:

CHANGES IN THE FAMILY

The many changes in the family lifestyle have caused problems for the student in school. What changes in the home has caused the child to become disruptive? A recent research report by a University of Michigan doctoral candidate has confirmed earlier research that says divorce affects students' behavior in school. Dr. Janice M. Hammond said:

"Teachers rated boys of divorced parents much higher in the school behavioral problems of "acting out" and "distractibility" than those of intact families. The boys of divorced households also rated themselves and their families as less happy than those in the non-divorced group and expressed more dissatisfaction with the time and attention they received from their parents. The girls in the study showed no significant differences on any of these measures." (14:3)

George B. McCellan, a former Commissioner of the Royal Canadian Mounted Police, also feels the problem starts in the home. I think he sums it up rather well when he refers to it as "parental delinquency" instead of juvenile delinquency. In his opinion, the product of irresponsible homes and irresponsible parents are the producers of disruptive youths. The parents plant the seed and what is harvested depends on how the child is cultivated.

McCellan has listed 10 effective methods to use so that a child will become an antisocial misfit. They are:

1. Do not have any rules for child behavior or obedience in the home. This will insure that the child has no clear concept of right or wrong.
2. If you have any rules, enforce them intermittently. Ignore them when you are in a good humor and knock the kid silly if he breaks the rules when you are tired and out of sorts. This will confuse him thoroughly. He won't know what is expected of him and will eventually resent all discipline.
3. Air your domestic disputes right out in front of the child, preferably with a little name-calling. This will insure that he has no respect for either of his parents.

4. Never give a child any chores or regular duties around the home. This will convince him that you and the world owe him a living, without effort on his part.
5. If he is disciplined at school, always go to the school and tear a strip off the teacher or principal in front of the child. This will create an excellent contempt for authority at any level.
6. Later, when he has trouble with the police, which is most likely, bawl out the officer, or, better still, the Chief, being always sure to refer to the 'dumb cop.' This procedure will earn the child a diploma in contempt for authority.
7. When you are out driving with the family, exceed the local speed limit, but slow down when you see a police car. Be sure to speed up as soon as the police car is out of sight. This will show the child that the law is to be observed only if there is any danger of being caught.
8. If you are stopped by the police for speeding, and you are speeding, always deny flatly that you were exceeding the speed limit. Make a big fuss over it. Your child will then know that cheating and lying are acceptable procedures.
9. If you have managed to chisel a few dollars on your income tax, be sure and tell the family at the dinner table that night how smart you are. This should convince the youngsters that stealing is all right if you can get away with it.
10. Never check up on where your youngsters are in the evening. Never mind what time they get home. Never, never, try to learn

anything about their friends. This one is almost sure fire. (19:8)

Do these methods ring a bell? Can't these ideas also apply to the classroom in some cases? I think so.

As one would expect, we are paying the price. Children are becoming more disruptive in the classroom as well as in the home. Classrooms are harder to handle and teachers are becoming more disenchanted about their jobs.

Until our attitudes change about our children and we stop letting television run our lives, this problem of disruptive behavior will only increase. It makes you wonder why adults have children at all!

The last area of concern is:

DIET

Some educators feel the child's diet has a direct relationship to our current discipline problems. One only has to go back to that old addage that without a good breakfast we could not learn at school. Now I don't know about learning, but they might have something as to one of the causes of discipline problems.

When thinking of diet, one word comes into view: hyperactivity. The term hyperactivity in this text refers to a child who can't sit still and has to be the center of attention no matter how he must get it. He has a low attention span and can disrupt over the littlest situation.

How can diet effect the student? Let's take a look at some of the research being done concerning this matter.

Both Yale and M.I.T. are conducting studies of the relationship between health, diet, and children's behavior. They stated:

> "It is estimated that as many as one-fourth of America's children do not eat breakfast. Further, iron deficiency can cause students to be inattentive, nervous, and disruptive. (20:2)

Breakfast isn't the only problem. Lunches being

served in our schools are under attack because of their low nutritional value.

Judith A. Brody, an associate editor of *The American School Board Journal* echoes:

> "What's on your school lunch menu today? Fats, carbohydrates, sugar, salt — none of which are likely to improve the health of the children in your school system." (2:25)

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Studies are also being conducted on relating too much chocolate milk and its high level of sugar content to disruptive behavior. Until further conclusions can be made, most school dieticians will put the blame somewhere else.

I could mention many more causes, but I have tried to zero in on one that might have the biggest impact on the disruptive child.

CHAPTER TWO — THE DISRUPTIVE YOUTH

Children are the greatest resource for the future.

The first chapter gave you an idea of the possible causes of discipline problems. Now let's look at the specific problem: the disruptive youth.

The disruptive youth exhibits many kinds of behavior. To list them all would really be of no use to educators, but specific acts of disruptive behavior can be of benefit to all. Here are the most common disruptions:

1. Exhibits physical and verbal aggression toward classmates (fighting, instigation of arguments).
2. Exhibits verbal aggression toward teachers and other authority figures (profanity, negative names).
3. Refuses to cooperate in the classroom group activities.
4. Intentionally damages classroom materials.
5. Uses classroom materials to create disruptive sounds and noises. (25:9)

Obviously, every child will engage at one time or another in behavior which may fit one or more of the above categories. The important factor is recognizing the child who consistently commits these disruptive behaviors.

To determine if a student is considered a disruptive student, an index of the behavior should be kept. This index should be based on a unit of one week.

Here is an example of an index that can be kept on each child:

INDEX REPORTING OF DISRUPTIONS

	DAY					
Category	M	T	W	T	F	Total
1						
2						
3						
4						
5						
TOTAL:						

(25:8)

The critical factors in the evaluation of the consistency index are:

1. The number of acts in a given category.
2. The total number of disruptive acts across categories.
3. The day of the week when disruptive acts reach their highest frequency. (25:9)

Effective use of the consistency index depends on the nature and number of behavioral standards imposed by the teacher on the class as a whole, with consideration on the individual student. For the index to become meaningful, the teacher will need to decide what behaviors will be tolerated in the classroom.

Disruptive behavior can be caused by the following:

1. Psychiatric illness.

2. Low academic level.
3. The degree to which a child is accepted socially by his peers.
4. Serious physical problems.
5. Poor nutritional status.
6. Physical conditions in the classroom.
7. Modeling behaviors observed at home.
8. Failure to provide remedial programs. (25:12)

As one can see, there are many factors that can cause a child to disrupt.

A problem? Yes we have one. Too much time can be spent on the causes of discipline and little time on the solutions. The next chapters will deal with ways of solving our discipline problems that confront us everyday.

Let's find that SOLUTION!

CHAPTER THREE — IN-SERVICE TRAINING — A VALUABLE TOOL

Never discipline while angry.

In many cases, in-service training for teachers is the way of solving discipline problems from the start.

What administrators expect of teachers in the way of handling classroom disruptions is not always clear to the teaching staff. Better understanding between staff and building principal can sometimes solve little conflicts.

Each school would benefit from the in-service training that Bonnie J. Thompson of the John Muir Junior High School in San Jose, California has instituted.

In her program, she has developed overlays to show her staff. The following pages gives you an idea of what she is trying to get across to her staff members:

Classroom Discipline

~The key to Classroom Harmony

Adapted from
A C.I.A.
Publication

To Begin With . . . .

Have a successful
first week of school

They'll look you over
They'll talk you over
They'll work you over

Be Ready!!

Don't Punish the Group for the Misbehavior of One

But do use peer social pressure to encourage good behavior.

Develop
Room Standards

Have a place
for everything

Things
Rainy Days
Emergencies
Substitutes

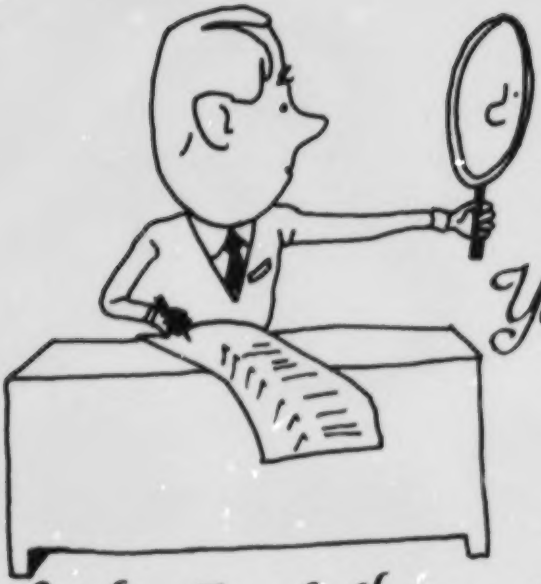
E.H.

Be Prompt - - - -

Begin your class promptly.

- - - - And Be Prepared

No plan is perfect - Have alternate plans.



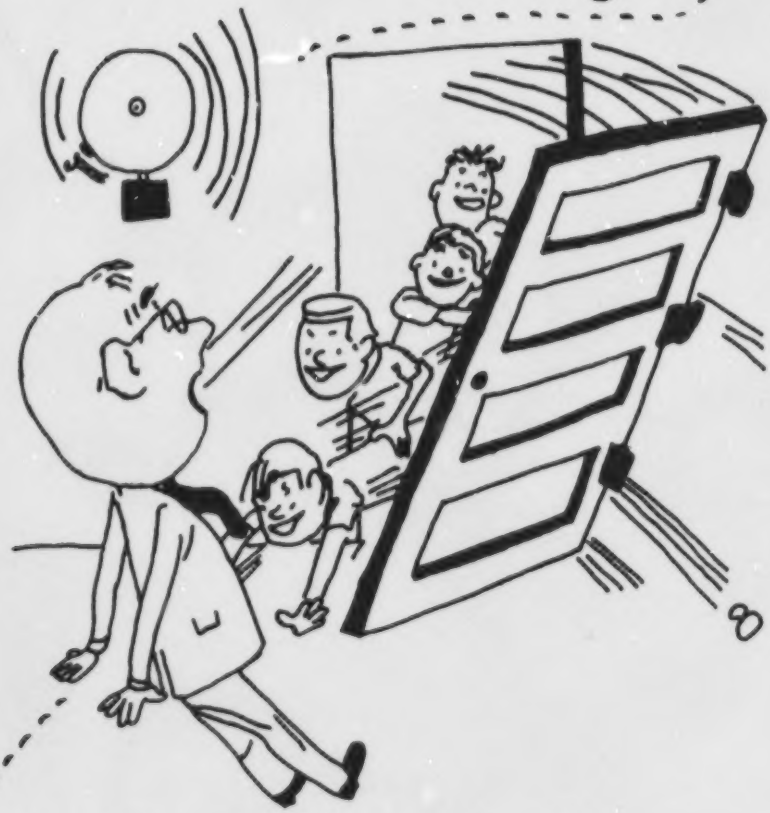
Look at Yourself

Look Carefully at Your

Self Confidence
Personal Appearance
Manners
Own Promptness
Fairness
Enthusiasm
Voice
Sense of Humor
Optimism
Understanding
Values

Students Learn What They See There

When the Bell Rings...



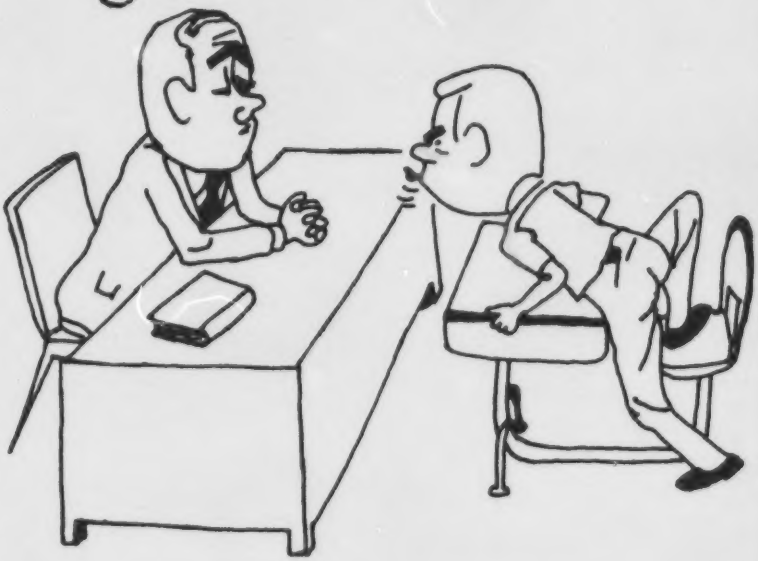
Set the climate of the classroom by the manner in which the students enter and leave the room.

Look for Potential Trouble Spots

Don't Threaten Anything You Can't Carry Out - - - - -

Be Firm!

If children were able to discipline themselves they'd no longer be children.



So . . .

Don't be afraid to stand your ground if behavior is not acceptable.

Be Impartial -
Be Fair !

No Deals
and
No Politics !

23

Remember - We all
Have Good Days
- - - - and - - - - - - -
Bad Days

Reject the Behavior
--- But Not the Child !

Try not to take unnacceptable behavior as a personal affront.

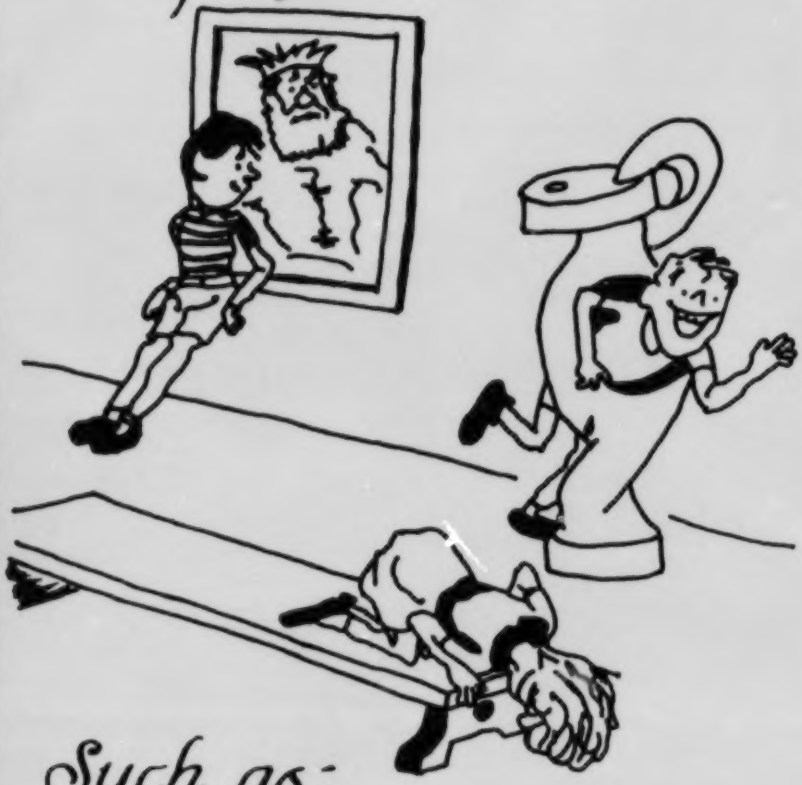
Be Careful Not to Create Situations!

Don't Argue!

If you're enforcing a school rule, there is no place for an argument.

Never Punish in the Heat of Anger and Understand the Disciplinary Procedures in your School

Plan For Specific Occasions



Such as:

Study Trips
Substitute Teachers
etc.

Who's Perfect ?

Even adults find it difficult to be attentive at all times.

30

Good Teaching In a Nutshell

- Remember behavior is caused.
- There is no one simple answer!
- It will take time.
- Consistancy is the key.
- Don't expect change all at once.
- Know yourself - your own feelings.
- Constantly re-evaluate your own classroom techniques.
- Do your best - No one asks more!

(29:1-19)

31

This program was developed with the cooperation of the California Teachers Association.

The idea of the program is to solve the problem before a bad situation comes about.

Miss Thompson, after completing her transparencies program, hands out a list of "Do's" in handling the discipline procedures at the school. Teachers are informed as to where they stand as to dealing with discipline.

Bonnie Thompson has tackled the problem of discipline head on. It's sad but true that many times we create more discipline problems than the students. Teachers need guidelines to follow just as students do. Often times we neglect this area of concern, thinking that all teachers can handle every discipline problem that comes their way. This just isn't true. By setting up an in-service program, teachers are informed, assured, and relieved about discipline.

This particular program might not be suited for your elementary school, but some type of an in-service program developed by your school is essential in eliminating school discipline problems.

CHAPTER FOUR — TEACHER BEHAVIOR

Respect is a two way street —
you must give before you receive.

The age old problem of discipline is again visiting the classroom. In dealing with discipline, the teacher and his/her behavior can have an effect on the student in the classroom.

The teacher who shouts all the time will have students who shout. The teacher who slams doors when irritated will have students who slam doors. And this can go on and on. As you can see, the student is the mirror image of the classroom teacher. Why not? The student spends almost as much time in the classroom with the teacher as at home with his parents in most cases.

The student can sense the way a teacher feels about him and his work. As the student picks up these vibrations, he reflects these feelings in his own attitude and behavior. Here lies the problem . . . or the solution.

Listed below are steps that the classroom teacher might take into consideration to help alleviate the problem before it ever gets started:

1. Set a good example.
2. Carry your share of the load.
3. Be a professional person both in and out of school.
5. Develop a good attitude about your job.

Right now you might be asking, "How can these steps help teachers solve their discipline problems in the classroom?" Let's take a look at these steps and you will

see how each step will be of benefit to you and the classroom teacher.

1. Setting a good example. Remember, the student will become what the teacher is. The teacher needs to show them that he/she is concerned with their well being. The teacher should be positive and work on the child's strong points instead of always tearing down or harping on the negative. Be enthusiastic! A dull teacher or classroom only breeds disruptive behavior.
2. Share the load in the classroom. Don't expect the students to do everything. Don't make yourself the King or Queen and your students the peasants. Show the students that you are truly concerned with their well being. The more they respect you, the less hassles you will have.
3. Since a teacher is a professional, he/she should act like one. Downgrading students, fellow teachers, and administrators in public will only lessen the respect one is trying to gain in the classroom. When you lose that respect from the parents, you might as well give up in the classroom. Johnny might not be able to read, but he sure can hear!
4. Be on time. If you expect your students to be on time, you had better be there before them. You set the tone of each day. Being late and not having the class settled will only mean trouble. Wouldn't it be better to put down that cup of coffee or cigarette a little early and pick up your class from a special class on time than come around the corner just in time to see your class running down the hall with the principal watching? Being on time could save you a lot of grief.

5. The attitude of the teacher plays a big role in solving discipline problems. If you don't like your job find another position. And by all means, if you don't like children, select another profession! Children can detect early how you feel about your teaching profession. We need to develop their attitudes, but before we do that, ours have to be developed first.

All these suggestions go hand in hand. You can't have one without the others. It would be nice to say that these ideas will solve all of our discipline problems, but they can't. But it is a step in the right direction. If these suggestions can eliminate 20% of your discipline problems in your classrooms, you will have a better, more productive teaching experience.

CHAPTER FIVE — CLASSROOM MANAGEMENT

The best method of discipline is the one that works for you.

This chapter deals with techniques that might be of benefit to the classroom teacher in preventing classroom misbehavior. These ideas are modern approach types of solutions.

Featured in this area of concern will be such noted educators as: Teressa Marjorie Pratt, William Glasser, S. Gary Garwood, Masha Kabakow Rudman, John Croft, James C. Stapleton, Martha M. McCarthy, and Henry Givens. Each one will express their point of view as to how they would handle the problem of discipline. Then these ideas will be put into a proper perspective as to how it might affect the teacher in the classroom.

Before a classroom teacher teaches his/her first lesson, they should ask themselves the following questions:

1. How is my daily routine going to be established?
2. How can I set up my room so that I can provide everyone with enough attention both easily and efficiently?
3. What kinds of tasks am I going to provide for every child so that each one can meet a high rate of success day after day?
4. How am I going to positively reinforce each child on a consistent, planned basis?

5. What consequences am I going to build into my system in the event of unwanted behavior? (22:129)

The teacher needs to plan and think about the coming school year. Be prepared for any situation and be flexible enough to change at a moment's notice.

Now for the other ideas that could bail you out of a bad situation; a situation that you might be able to prevent.

WILLIAM GLASSER

William Glasser calls his program "Reality Therapy." This program will only be successful in schools that are a good place to be, i.e., courtesy, laughter, joy, involvement, caring, communications, democratic rules, supportive administration, and discipline that teaches self-responsibility.

Before developing this program, Glasser states that eight concepts must be implemented before his 10 step approach will work. These concepts are:

1. Be personable.
2. Refer to present behavior.
3. Stress value judgments.
4. Be committed.
5. Plan.
6. Don't accept excuses.
7. Do not punish.
8. Never give up. (12:60)

Here is the Glasser plan for better discipline:

1. Set aside some quiet thinking time for yourself, and choose a student who is an outgoing discipline problem to work with. Choose someone you think you could succeed in helping. List what you now do when this child is disruptive.
2. Analyze the list and then ask yourself, "Are these techniques working?" If not, make a commitment not to use any of these

responses the next time a problem develops unless they correspond to the procedures in step three through seven.

3. Plan a better tomorrow for your students. Send him on special errands or do something special. Continue these activities, but don't expect immediate improvements. Stay calm and be persistent. Treating your most difficult students well will eventually lead them to improve their behavior.
4. When a problem occurs, ask the student, "What are you doing?" Such a question often causes the student to stop what he is doing and think about it, which can sometimes help him to own the behavior. Being responsible for it is not far behind. If you persist, the student will tell you what he is doing. When you get an answer that contains the behavior, simply say, "Please stop it."
5. In spite of persistent use of steps three and four, the problem is continuing. Call for a short conference. Start it by again asking, "What are you doing?" Now ask, "Is it against the rules?" And then, "What should you be doing?" Explicit in the third question is the idea that you expect the unacceptable behavior to be replaced by the answer to this last question. When asking these questions, try to convey warmth, support, and firmness.
6. The short conferences are not working. Repeat all of step five except the last question. Substitute, "We have to work this out. What kind of plan can you make to follow our rules?" The plan has to be a positive action that helps the student move

toward responsible behavior. In order to work, the plan should be short-term, specific, and simple. The more the student considers the plan his own, the better it will work.

7. The problem student disrupts again, and because of repeated use of all the previous steps, you are sure that their further use won't work. Now is the time to isolate or "time out" the student. Timing out can be done in the classroom. A place can be set up where students can sit comfortably, one which students not having a hard time would find attractive to visit during spare time. This way students know they cannot participate in class activities until they have devised a plan for following the rules, gotten your approval of the plan, and make commitment to follow the plan. A student who disrupts while in isolation must be excluded from classroom or quiet area.
8. In-school suspension is the next step. There are no questions to be asked. Make this statement, "Things are not working out here for you. You and I have worked hard on the problem, but now you're going to have to spend some time outside of the class and perhaps talk with some other people. Please report to the principal's office." The in-school suspension place should be set up along the same lines as the in-class "time out" place. If more than one day is required, parents should be notified that their child is not in class. Sometimes a week or more is required.
9. If any student is totally out of control and cannot be contained in an in-school suspen-

sion room or office, parents must be notified and asked to take the child home. Furthermore, they should be told that tomorrow is a new day. This is done by saying, "We would like your son to return and stay with us as long as his behavior is reasonable. When it goes beyond reasonableness, he will again be asked to go home." If behavior is reasonable, then it's back to step eight.

10. Any student who continually is unsuccessful in step nine must stay home permanently or be referred to some other community agency. As a last resort, even juvenile hall is a possibility. (12:61-63)

One might ask, "Would this type of program really work?" Glasser feels it will and uses these statistics to back up his plan:

> "Office referrals down 20-80% in the 10 elementary schools. All schools reported fighting reduced by 10-80% in elementary schools." (12:63)

The figures are convincing, but before final judgment can be given to this idea I would suggest writing to William Glasser for a full detail of his plan. You can write him at:

William Glasser
Institute for Reality Therapy
11633 San Vicente Boulevard
Suite 107
Los Angeles, California 90049

Let's look at the other plans.

S. GARY GARWOOD

S. Gary Garwood also has a ten point plan. It must be noted that these suggestions were meant for substitute teachers, but many times we neglect the substitute and

she sure could use the help. Speaking from experience, the substitute encounters more discipline problems than anyone else in the school. Here is his 10 step plan to prevent classroom chaos:

1. Dress appropriately. Don't wear clothes that may limit your chances for maximum interaction with the children.
2. Be an early bird. Be in the classroom when the students arrive to help ensure a calm start.
3. Be prepared. Make it your responsibility to find out ahead of time the routines and schedules.
4. Use name games. Construct rhymes, songs or word association techniques to learn the students' names. Children tend to cut up less frequently if they realize that you know who they are.
5. Establish eye contact. To help children be more comfortable with you, physically get down to their level. Sit or kneel so that you can look students in the eye while interacting with them. (More on this idea later.)
6. Lead the way. Don't be afraid to strike out on your own when lesson plans lack sufficient details. Use your imagination and improvise. This break in the expected classroom routine can provide new experiences for the children and promote flexibility.
7. Have your own material ready. The children will get to work quickly, and you will have some time to figure out what to do for the next hour.
8. Catch children being good. Children who are behaving can go unnoticed, and eventually these children may start acting

up as well. If you reward good behavior with praise or by other means, everyone will be happier.

9. Smile. Laugh. Research shows that children learn more in classrooms where both children and teacher smile and laugh frequently. Positive physical contact — hugs, pats, holding hands at appropriate moments can also be a powerful social reinforcer.
10. React spontaneously. Don't be afraid to follow the children's lead. Don't be afraid to make mistakes. Children can learn a great deal about how to handle their own errors if you show them it is all right to be wrong. Don't be afraid to be human. (9:75)

Good ideas? Yes, for both substitute and a regular classroom teacher starting out a new school year.

DR. MASHA KABAKOW RUDMAN

Dr. Rudman feels the final goal of solving classroom conflicts is self-management. But to succeed at this goal, adult intervention is required. This is the basis of her plan.

Her plan is divided into three groups: 1) when the class is called to order; 2) when an individual is causing problems; and 3) overall considerations. Let's look at Dr. Rudman's three areas of concern:

When the class must be called to order.

1. Initiate a game of "Simon Says." It catches their attention and prepares them for whatever else you have in mind.
2. Whisper. Often commands or comments said very softly attract more attention than shouting.
3. Write instructions on the chalkboard.

4. Enact a prearranged signal for silence (two fingers in the air, light off and on, and so on).
5. Give commands. Don't make them believe there are choices.
6. Vary your choices.
7. Go to several children at one time and quietly ask them to tell other children what you want of them.

When an individual is causing problems.

1. Keep a punching bag, pillow, or a vinyl stand-up toy handy. Direct angry students to go and punch it.
2. Have a conference with the child. Always guarantee privacy and confidentiality. Enlist the child in the process of building toward self-management.
3. Establish a special secret signal with a child to remind him/her that the behavior is not acceptable.
4. Enter into a reciprocal agreement with another teacher so that you can send each other those children who need to be removed from their classroom environment for a short period of time.
5. Set up some role-playing situations with which possible solutions can be experimented.
6. Have a class meeting to discuss recurring problems.

Some important overall considerations.

1. A problem of discipline is often a problem only because you, the teacher, perceive it to be one. Weigh whether it is your problem or the child's.
2. Remember that your job is that of teacher. Don't let your overwhelming desire to

43

make children love you get in your way.

3. An atmosphere of orderliness and calm invites likeable behavior.
4. Keep your temper. Depersonalize the situation, and be a model of self-control.
5. Don't overuse any single device.
6. Construct a list of rules with the children. Change them when appropriate. Remind them if necessary of their rules.
7. Permit the students to socialize and converse whenever it is appropriate, so that they don't view conversation as a forbidden act in the classroom.
8. Establish routines for as many tasks as possible.
9. Be certain to notice positive, constructive behavior and to reward it.
10. Make your demands realistic and humane. (26:67)

One way of making your classroom more productive is building a feeling of a community. When reaching for your goal of self-management, time, effort, and patience are essential. The final success is making the children responsible for as many classroom tasks as possible.

JOHN CROFT AND JAMES C. STAPLETON

These two educators feel effective classroom control is an individual matter, the result of one's attitudes toward discipline rather than a choice of disciplinary techniques. Classroom teachers must develop consistent concepts about student conduct and determine whether their attitudes are part of the problem or part of the solution.

Their plan is to develop positive concepts so that positive discipline can be achieved. Their six-point positive concepts are called the "6 don'ts":

1. Don't underestimate your influence. A teacher can exert considerable influence.

2. Don't take it personally. Students misconduct must not be viewed as an attempt to undermine your authority or career. Your reaction to him should always reflect your professionalism.
3. Don't underestimate the value of your principal. Your principal means it when he says his door is always open, and you should not hesitate to discuss discipline problems with staff members or to send a student to the office, since no teacher can handle all misconduct situations. But in most cases, the principal will not be able to help much. The problem is yours.
4. Don't be consistent. Although basic human traits should be fairly constant, you should not treat everyone alike all the time.
5. Don't wait for a crisis. Include discipline in your class planning. Look for potential problems and be prepared for a crisis. Many problems can be solved before they become major disruptions.
6. Don't expect 100% success. Teachers who anticipate total success quickly grow despondent and feel they cannot handle the situation. (6:42-44)

The theory behind this method of controlling behavior is staying away from the negative. The authors feel classroom discipline should be a positive process.

MARTHA M. McCARTHY

Martha M. McCarthy's program deals with developing a favorable classroom environment. She feels that encouragement of freedom and independence creates positive discipline.

She has developed 10 aids and 20 helpful hints for

teachers in helping them manage their classroom better. Here are McCarthy's points to better discipline:

1. First, decide what type of environment you want and what behaviors are desired for the students.
2. Treat students with respect. Positive expectations will become self-fulfilling. Expect students to be "bad", and they often will be. Accept students as reasonable people.
3. Be consistent and fair. Students can adjust to most situations as long as there is consistency.
4. Ask for student attention only when necessary. If you ask for it whether or not there is a logical reason, you are training students to tune out.
5. Keep dignity. If you let your feelings surface every time things do not flow smoothly, you are in danger of losing the children's respect.
6. Separate a child's impudent behavior from the child himself. It is his behavior which violated the rule, not the child who has personally wronged the teacher.
7. Be honest with students. Some expectations are not negotiable, and these should be explained and fully discussed.
8. Try to keep the classroom atmosphere positive. Constant negative discipline gives the child no clues as to how he may improve his behavior.
9. Every child needs to become aware that he is a member of a group and has a responsibility to accept its obligations if he is to enjoy its privileges.
10. Children need a sense of orderliness and

security. Establish certain procedures for routine and for care of material, and students will feel more secure.

Additional Hints:

1. Avoid sarcasm.
2. Avoid meaningless threats.
3. Leave personal problems outside the classroom.
4. When an incident is settled, drop it.
5. Be patient.
6. Bored children become problem children.
7. "Ham it up." Be dramatic and radiate excitement.
8. Avoid asking incidental questions that invite an answer in chorus.
9. When you are instructing the class and things begin to get noisy, use the dramatic pause.
10. Take time to discipline, but don't drag it out too long.
11. Be sure instructions are clear and that each child knows what he is to do.
12. Be reasonably permissive. Ignore trivial things and know when to overlook minor misbehavior. However, do not overlook slight misbehavior one time and then pounce on it the next.
13. Give students something interesting to look forward to and keep them involved.
14. Keep on the students' instructional level.
15. Follow through. Don't let students get the idea that you just talk. ACT!
16. When students become disorganized, change to something routine that they can do.
17. A pop quiz can be very useful if children are slow in changing from one subject to the

next or if the class becomes disorganized.

18. Do not establish a routine of yelling to quiet the class.
19. Have a good book with plenty of action in it close at hand.
20. Keep a sense of humor. It cements rapport with students, and they will realize that you are human. (18:72-73, 83-84)

By using these ideas, self-discipline is learned. Teachers should strive to develop in students a self-motivated discipline which allows the individual to move toward goals which he honestly views as important.

DR. HENRY GIVENS

Dr. Henry Givens lists these suggestions for teachers and principals in creating an atmosphere for learning. They are:

1. Do things for and with students to build their morale and their love for the class or the school. Make school a place where interesting things happen and where children are treated with respect, warmth and trust.
2. Make everything about the physical setting as attractive and pleasant as possible.
3. Make what is taught and the way it is taught as interesting and challenging as possible.
4. Seize the opportunities to compliment students and to thank them for their co-operation and assistance.
5. Avoid comparing one student with another.
6. Permit students to remain after school if they wish; make yourself accessible to them.
7. Get to be a real friend to your students. Do

the things friends do. Be helpful, particularly when they're in trouble — even if the trouble they're in is with you.

8. Get to know the children; visit students at their home.
9. Institute privileges and prerogatives, major and minor, that students may earn — or lose.
10. Pick the students' brain informally for ideas about how the class and the school can be improved. When their candid criticisms hurt or offend you, try not to show your discomfort. Rather, take delight in the fact that they trust you enough to talk frankly to you.
11. Share the making of decisions about norms and requirements with students, individually and collectively.
12. Encourage free discussion of any subject of interest throughout the school. Arrange for free student access to bulletin boards, copying machines and other equipment.
13. Increase the adult-to-child ratio by using teacher aids and volunteers.
14. Allow students in high school and the upper grades to share in the supervision and teaching of younger pupils.
15. Act like a teacher. Decorum and dignity, with an appropriate mix of warmth and friendliness, will help the teacher serve as a proper model for students. (11:5)

This is a different approach dealing with personal interactions and positive feelings toward job, students, and parents. These suggestions can be integrated in your school and classrooms very easily. Only effort on your part and a willingness to develop your disciplinary procedures will insure success with this type of program.

In digesting these different plans, one can see some difference in opinions on how to handle your classroom conflicts. To be consistent or not consistent could be a factor. To treat students as the same or as individuals is another concern. All these plans have good points to consider.

Whatever idea or plan you choose, whether it is one theory or a combination of two or more, good classroom management is the key idea. Being prepared to handle all classroom situations is the essence to good discipline.

Try not to always overemphasize rules and authority and underemphasize intrinsic control when dealing with a discipline problem. We might benefit from the statements of Phyllis Blumenfeld and V. Lee Hamilton when they state:

> "When a child needed reprimanding, the teacher was more likely to cite rules and authority rather than consideration for others .... A phrase like "talking is not allowed during math period" was seldom accompanied by the explanation that "talking disturbs the other children." (1:2)

Develop new instructional ideas and be an innovator. Don't be like some teachers who haven't changed their way of teaching for so long, that they have become innovators. It just won't help your discipline. Be flexible and able to change at any given notice.

Finally, children's behavior will change year after year. Adjust your goals of discipline to meet the child of today, not of a decade ago.

CHAPTER SIX — BEHAVIOR MODIFICATION

Children, you can't beat them. Well you can, but it doesn't do any good.

Much talk has arisen to the use of behavior modification. Some educators swear by it while others swear at it. One thing sure, the idea behind the concept of behavior modification is to change behavior. Whether this behavior is changed effectively will be discussed at some length, with a look at the pros and cons of behavior modification and a program that can be used in the classroom.

A look at the positive aspect of behavior modification can create some interesting ways of handling classroom conflicts.

Daniel G. Brown studied the aspects of behavior modificiation in 1972, and came up with these conclusions as to the value of behavior modification:

1. Changes conditions.
2. Reinforcement learning holds desirable behavior.
3. Undesirable behavior is learned by reinforcement process.
4. Behavior is learned when it is consistently reinforced.
5. Helps students resolve his own problem.
6. Helps the teacher resolve conflicts in the classroom. (3:67-69)

The basis of behavior modification is accentuating the

positive; rewarding the student who does a good job and causes little or no problem in the classroom.

Two anti-behavior modificationists are Bryan L. Lindsey and James W. Cunningham. They give twelve reasons why educators should be wary of behavior modification. A look at these reasons are as follows:

1. It makes discipline a system of rewards.
2. It prepares students for a non-existing world.
3. It undermines existing internal control.
4. Its unfair.
5. It could instruct children to be mercenary.
6. It limits the expression of student discontent.
7. It denies human reasoning.
8. It teaches action/reaction principles.
9. It encourages students to "act" as if they are learning, in order to obtain rewards.
10. It emphasizes short-range rather than long-range effect.
11. It would make the student assume a passive role in his own education.
12. It is a totalitarian concept in which the behavior shown by an individual is regarded as more important than the state of affairs in the individual's life leading to his behavior. (7:64-66)

There are strong arguments for both sides. A person's stand would depend on one's educational philosophy on discipline. This handbook will not judge one way or another, but will set up ways of developing a behavior modification program in your classroom. Following are steps you should take to make behavior modification more effective in the classroom.

In setting up your behavior modification program, four procedures should be followed:

1. Pinpoint the behavior (describe it objectively).
2. Record and chart the behavior. (Count it and keep a visual record).
3. Change the environment (introduce consequences, etc.).
4. Try, try again (re-arrange the environment if not successful). (4:14)

The first procedure deals with describing the child's behavior. You need to make visual observations of the child and make note of your observations. Be specific and detailed in your written description. Instead of saying the behavior is caused by immaturity or poor discipline, state in specifics such as talking out during Social Studies or carrying out less than 100% of requests.

Once you make your observations, counting and charting the behavior would be your next step. Keep good records before and during the time of doing a behavior improvement.

The use of charts is a good way of keeping track of what is exactly happening in the classroom. By using a chart, you can keep count of any behavior of concern to a teacher. Behaviors such as talking out and getting out of the seat can be counted as they occur. Do the counting when the behavior occurs the most often.

Keeping a daily count and chart of behaviors gives the student daily positive feedback on his progress. This way the child sees for himself as to how well he is doing with his problem.

When keeping records of each behavior problem, the final solution is changing the environment of the classroom. Here you need to set a good example for your class. You are the model. Usually, when you become loud, the classroom will become disruptive.

Often the children imitate the teacher. They also imitate other children. This can be to the advantage of

the teacher. A teacher can put a good student beside a bad one in hopes the good behavior will rub off.

Finally, if things don't work out, try again. Select different reinforcement procedures that might help change your classroom environment. These reinforcements could be social, activity, and token. Reinforcement is when you reward the child for good behavior, which should be the goal in classroom discipline. Let's look at the value of these reinforcements.

Social reinforcement is when the teacher uses personal praise as a reward for good behavior. Keep the negative to a minimum. The following six steps will help you to minimize the negative and raise the positive reinforcement in your classroom. The six techniques are:

1. Keep a daily count and chart of verbal praises to individual children for one half-hour per day, preferably during an academic period. Increase the praise to at least one time every two minutes on the average.
2. Praise the students about equally.
3. Praise the student's behavior as well as the student.
4. Ignore inappropriate behavior. Rather than make a fuss if a child does something annoying (unless dangerous or disruptive to the class), find another child being good and praise that child.
5. Maintain a 5 to 1 praise — criticism ratio. After criticizing someone, a teacher should find at least five different students behaving appropriately and praise each of them before allowing her or himself to criticize anyone again.
6. When criticizing, criticize softly and directly to the individual involved. (4:21-22)

Other social rewards can be smiles, hugs, and pats on

the back. These can be very effective.

Another kind of reinforcement takes the form of different types of activities. When a child is good or the complete class is good, you can initiate a certain activity in which the individual or class enjoys. These activities can be something the class can strive for. "If you perform this type of behavior for me, I will let you do this."

Free time, games, drawing, less homework, and added play time are good activities for reinforcement. These activities can create good behavioral situations in your classroom.

Finally, probably the most controversial of the rewards is token reinforcement. When properly used, material reinforcement can be very effective with either individual or a whole class. These tokens take the form of comic books, toys, candy, certificates, ribbons, field trips, and ice cream.

A program has been developed by Phyllis Kaplan, Joyce Kahfeldt, and Kim Starla for young students. This program deals with the use of certificates to cure discipline problems. This program is low in cost and is put into a spirit master book that can be used for a few years.

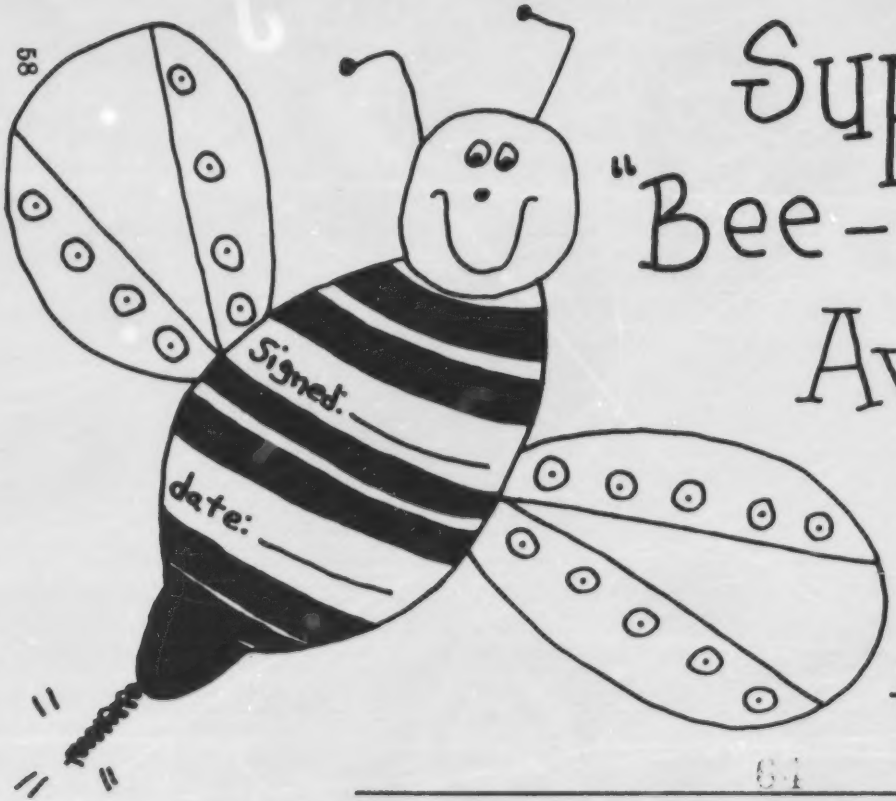
The developers have four goals that they feel can be accomplished by using their program. They are:

1. Gives educators instant encouragement and provides them with tools for changing the school environment.
2. Improves communication among parents, children, and the school personnel.
3. Provides visually exciting materials designed to motivate students.
4. Involves students in goal setting and enables them to "feel groovy" about their accomplishments. (15:6)

The following pages give you an indication of what

this program consists of. Here are three examples of awards that can motivate a child to conduct better behavior habits:

You Ain't Been Clowning Around



Super "Bee-havior" Award

is presented

to _____

for _____

_____

Seal OF Approval

earned by

for

date

Signed

69

65

Other companies are coming up with programs like this one shown to you, so this isn't a means of trying to sell this certain product. The idea here is to point out what is available to a teacher if this choice of reward is decided on.

Just like anything, this type of reward can be overdone. When used with common sense, children will react favorably to this type of reward.

In summary, the word "reward" is the key to how successful behavior modification might be. Research has a few ideas on reward in the classroom, and they should be noted.

Barbara Ann Ware, an instructional facilitator for occupational programs in the Dallas Independent School District has this to say about rewards:

> "A discrepancy between the rewards students favored and the rewards teachers *thought* they would choose was revealed in a questionaire developed by home economics teachers and staff members in the Dallas Independent School District. Most students emphasize personal types of recognition, while their teachers wrongly anticipated that tangible rewards, such as trophies, and certificates, would be more attractive. It was suggested that teachers and school systems should emphasize *intrinsic* rather than extrinsic rewards." (31:2)

Ann Sapp feels this way about rewards:

> "Research suggests that the most effective reward takes a nonmaterial form, providing the students with a sense of affection, approval, independence, self-esteem or self-fulfillment in a way that is appropriate to the individual students. (27:16)

When using behavior modification, make sure you use good judgment as to how you set up your classroom

program and your use of rewards. Behavior modification can be of great value to solving your discipline programs. If you use it, use it wisely!

CHAPTER SEVEN — CONTRACTING

Treat all discipline problems individually.

Contracting has been an effective way of handling discipline problems. Self-discipline is the key to this method to be successful.

Research states:

> "Actual written contracts are very useful for older children and high school students. Students enjoy them very much because they allow each party to negotiate about outcomes which are mutually agreeable. The contracts note the pinpointed behavior to be improved, and the consequences to be received for specific amounts of improvements." (4:23)

One must remember that a contract is a goal establishing agreement between a minimum of two concerned parties (teacher-student).

When making out a contract, your contract should include the following:

1. Specific task(s) to be completed (IF clause).
2. Specific desired consequences selected for their high motivational value for the contracting student (THEN clause).
3. Stated deadline for completion which reflects realistic assessment of the student's learning or behavioral rate (WHEN clause).
4. Signatures of participating parties as well as a witness (WHO clause). (15:35)

The type of contract you might use would depend on the age of the school child. A contract that includes picture indicators might prove more effective for younger children, while on the other hand, a standard form might better reach an older group of students.

I have enclosed examples of both types. These are used only as guides, for each individual contract is different. Here is what picture contracts look like:

THANKS FOR GETTING US OVER THE HUMP
has reached the goal in
Signed
date

_____'s

Good Citizen Contract

I think I can _____

_____ by _____

If I do, I will be able to _____

_____

Teacher will help by _____

_____

_____ Student

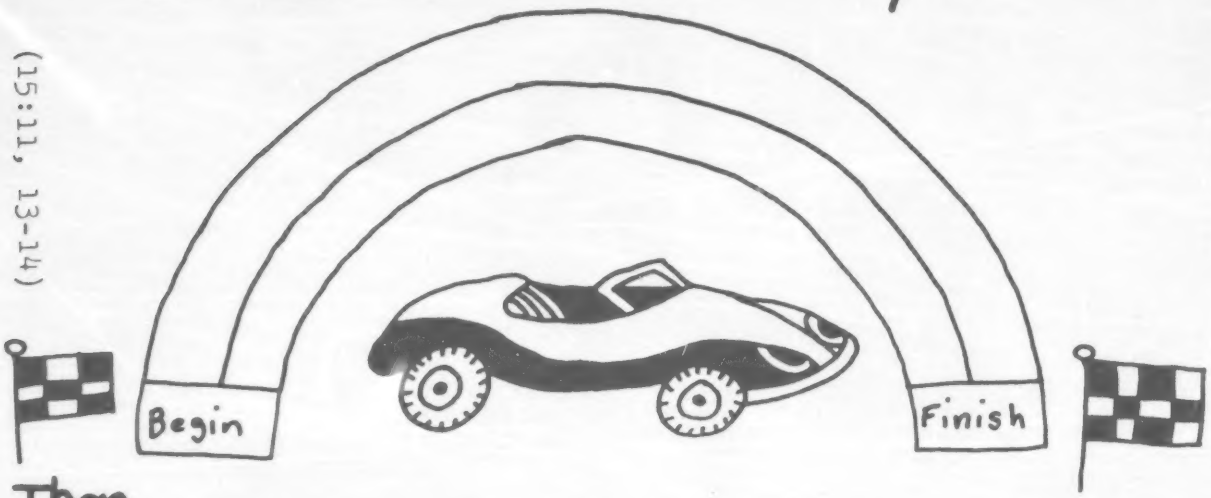
_____ Teacher

_____ date

If _____

_____ by _____

(15:11, 13-14)



Then _____

_____

_____ Student

_____ Teacher

_____ date

72

Now here is a standard contract that is used by George Weber, the principal of the Middle Road Elementary School in Jeffersonville, Indiana.

CONTRACT
for
MODIFYING UNACCEPTABLE BEHAVIOR

STEP I.

The following school rules have been reviewed by me. I understand that I am to abide by these rules.

Signature _____ Date _____

1. RESPECT SCHOOL PROPERTY							
a. Keep walls, carpet, and furniture clean.							
b. Use school material appropriately.							
c. No felt tip pens.							
2. RESPECT ALL TEACHERS AND STUDENTS							
a. No fighting.							
b. No stealing.							
c. Move quietly through the building.							
d. No running.							
3. BRING ONLY MATERIAL REQUESTED BY YOUR UNIT							
4. LABEL ALL PERSONAL PROPERTY							
5. ARRIVE AND LEAVE ON TIME							
6. NO GUM							
7. COURTEOUS LUNCHROOM BEHAVIOR							
a. All food and candy to be eaten in the lunchroom.							
b. No utensils allowed out of lunchroom.							
c. Keep lunchroom clean and quiet.							
d. No selling or trading.							
8. LEAVE UNIT ONLY WITH TEACHER'S PERMISSION							
9. NO SELLING OR TRADING							

STEP II.

If and when the contract is violated, one of the following will be chosen on first offense.

1. SAT elective day in office.
2. Limit independent activites.
3. Eliminate a fun choice activity.
4. Written punishment.
5. Paddling.
6. Parent conference.
7. Student suggestion _____.
8. Teacher suggestion _____.

STEP III.

Choice of punishment eliminated.

STEP VI.

Choice of punishment eliminated and parents notified. (33:10-11)

If used properly, contracting can be an effective means of handling discipline problems. Make sure you and the student understand fully what a contract is and that once it is signed, it becomes a binding document.

CHAPTER EIGHT – EYE CONTACT

A smile can increase your face value.

When discussing alternatives to discipline, the term "eye contact" has been mentioned more than once. One might wonder if this solution has more to it than meets the eye.

Dr. Frederick H. Jones, a psychologist at the University of Rochester, feels eye contact is the key to discipline. He states:

> "Eye contact is very important. All this body language stuff conveys that I mean business. I'm willing to follow through and I know what to do."

He has set up steps to follow when developing this eye contact technique. Dr. Jones' plan follows:

1. Look him right in the eye.
2. Physical proximity is probably one of most important elements.
3. Quick response to disruption.
4. Respond early.
5. Have a tone of voice and facial expression that conveys that you mean business.
6. Arrange desks in a horseshoe and stand in the middle so you will be only a few steps from any student.
7. Move from one desk to another, helping students who are stuck, praising those doing

well, but spending no more than 10 seconds at a time with any one student. (16:20)

How effective is this way of disciplining students? Dr. Jones gives this estimate:

> "Can eliminate between 70 and 80% of classroom disruptions. When used properly, the discipline is almost invisible." (16:20)

Until more research is completed on this aspect of discipline control, one cannot be too sure how effective this approach might be. The idea sounds good and would be worth trying out in your classroom.

CHAPTER NINE — SCHOOL AFTER SCHOOL

Be fair but firm.

The school after school approach is something new in developing better behavior in the elementary school. In 1977, the Freeport Elementary School of Sacramento, California initiated a pilot project called "School After School".

This program has been developed by Bill Lukey, the principal of Freeport Elementary School. Here is an outline of his program as he presented it to the Sacramento City Unified School District Board of Education:

School After School is for students who have established that they are continuing behavior problems. Classroom, the lunch room, and the playground are continually, not occasionally, disrupted by some students — only a few if you consider Freeport is a school of 500 students.

On the basis of the data collected over a period of several years, the school will identify students for the program. The Guidance Committee, including the parents, will take student referrals from the faculty, evaluate the referral and qualify the student for the program.

When qualified, the student will come to school at 1:00 p.m. The student will attend the regular classroom from 1:00 p.m. to 3:00 p.m. Then he will attend a special classroom from 3:00 p.m. to 4:00 p.m.; then receive counseling from 4:00 p.m. to 5:00 p.m. This will provide the

minimum of instructional minutes, but will provide the maximum amount of direct instructional time because the pupil-teacher ratio will be 15:1 or less for two hours, which far exceeds the time allotment in the regular classroom for an individual student.

In addition, it is presently planned that students in the extended day program will receive services from the school counselor. These counseling services will offer the student an opportunity to learn behavior skills in order to return to the regular school schedule. It is likely that the student's return to the regular schedule will be gradual — as the SAS student demonstrates ability to behave in the regular program.

The SAS program for a student's education will be individually designed for each admitted student. The student's strengths and his educational and behavioral needs will be identified and will become the basis for developing an educational and behavioral program for that student's special needs.

The goal of the SAS program is to PROTECT and to ENHANCE all student's rights to an education. The procedure will identify, qualify, and provide an improved educational program for the student who is an exceptional or continual behavior program. The SAS student and all students will benefit by the program. The SAS child will receive special educational services; the regular student will be able to benefit from an improved classroom environment — free from exceptional disruptions; the playground and cafeteria experience for all students will be improved due to an expected decline of fear and intimidation by those students who will benefit in the SAS program. (17:2-4)

After setting up the innovative program, Mr. Lukey states the SAS program mechanics. Here is how the project works:

To be considered for placement in the SAS, a student:

1. Receives eight rule violation citations —

Parents receive a notice when the student has five violations. A conference at that time will explain the SAS assignment if he receives additional violations. We expect teachers will discuss citations at parent conferences.

NAME_____ RM.#_____ DATE_____

VIOLATION

Cafeteria

( ) 1. Always walk.
( ) 2. Always talk quietly.
( ) 3. Keep from touching or pushing others.
( ) 4. Keep your eating place clean.
( ) 5. Stay seated until finished.
( ) 6. Leave when finished.

Recess

( ) 1. Stay away from classes in session.
( ) 2. Always walk thru corridors.
( ) 3. Stay on limits.
( ) 4. Use restroom, facilities and equip. properly.
( ) 5. Play safe games.
( ) 6. Get along w/ others.
( ) 7. Get to class on time.

2. Receives too many (usually five) behavior citations for poor classroom behavior — usually classroom disruptions, refusal to do classroom work, defiance, etc. Copies of citations are mailed to parents along with an explanation of the SAS program. A parent conference is usually offered or requested.
3. Is involved in a serious overt act which violates the standards of student behavior extablished by the Education Code — usually serious fighting, assault or threatened assault on a school employee, extortion, stealing, damaging school property or

serious defiance of school personnel. This list is not all inclusive.

This type of violation needs to happen only once in order for a student to be referred to SAS.

SAS Processing Procedures.

1. All parents notified of SAS services.
2. Individual parents notified progressively of student behavior violations and of impending suspension or assignment to SAS.
3. Conference with parents may be done between parent and principal or parent may attend Guidance Committee meeting where determination of suspension or assignment to SAS will be made.
4. Assignment to SAS will be recorded on the SAS admitting form.
5. The type and length of assignment is indicated on the admitting form. For a particular offense (fighting), a student may be assigned for ten days in lieu of three days suspension.

   The second type of assignment may be for an indefinite period of time — until academic and behavior targets are accomplished.
6. A CPSE-8, (instruction and behavior program) will be developed by the sending teacher, the special teacher, and the counselor -- or the CPSE-8 may be developed by the Guidance Committee.
7. A student's full time return to the regular classroom may be accomplished two ways:
   (a) The student completes a determined assignment.
   (b) The student makes satisfactory progress as determined by:

(1) The Guidance Committee.
(2) The principal.
(3) SAS personnel in conference with the sending teacher.

8. The SAS clerk will relay information to the parents as directed by SAS personnel.
9. As necessary the counselor or principal will conference with parents about children assigned to SAS.
10. Parents are invited to visit the SAS program.
11. The counselor and the psychologists are working on a follow up procedure for students returning to the regular program.
12. If the student assigned to SAS receives a free lunch, he will report to the cafeteria at 12:45. (17:5-7)

In looking over this type of program, one might wonder what advantage this program has over suspension or other discipline alternatives. Bill Lukey gives these six advantages to the "School After School" program:

1. The SAS student is not at school during the part of the day when most opportunities for disruptions exist — especially noon recess.
2. The SAS student is not usually subtracted entirely from the classroom and association with peers. He is in the regular classroom from 1:00 p.m. to 3:00 p.m.
4. The SAS student receives intensive educational and counselling services for two hours per day.
5. The SAS extended day program is not costly. Two additional hours costs approximately $20.00 per day. The program need not run for 175 days. 150 school days is a more likely figure — from the first part of

October through the end of school. The cost is about $3,000.00.

6. Everyone involved benefits. The teacher will experience fewer classroom disruptions. The district will lose less A.D.A. The student will avoid suspension and receive needed services. District personnel will be paid additionally for services. (17:6)

This innovation could catch on fast. After looking over the program, one can see that this is another alternative to solving discipline problems that teachers and administrators could experience in their schools.

CHAPTER TEN — OUT OF SCHOOL SUSPENSION

Discipline early before you lose control.

We have been hearing a great deal about in-school suspension where children are sent to a certain area to carry on their daily functions. They are eliminated from the classroom until behavior is corrected. But R.F. Watts has come up with a new twist of suspending students at the Robert L. Clemitson Elementary School in Kamloop, British Columbia, Canada.

The Clemitson Elementary School disallows students to be in the school during any of their breaks. This program has proven effective and believe it or not, he gets 100% parent support!

Here is the gist of his program:

BEHAVIOR POLICY

Once the doors are open at 8:45 a.m. all students are allowed into the school for the remainder of the day. However, as you well know there are always a few that make it difficult for the rest of the students and teachers on supervision. Rather then have all students suffer because of a few, we instigated a log-book system which we are going to put into effect as of this Monday. It works as follows:

1. If a child is caught by a teacher misbehaving or generally causing a disturbance dur-

ing any of the school breaks (8:45 to 9:00, recess or lunch), his/her name is entered in a log book with no other consequence.

2. If the child's name is entered a second time at a later date, the parents are informed and the child is *not* allowed to be in the school during recess or noon hour (except to eat lunch), and not allowed to participate in any extra-curricular activities for a period of one week.
3. If the name is entered a third time the consequences are the same as in item two except the time not permitted in the school is extended until the *nearest school break* (Christmas, midterm, and year end).
4. For a fourth time, the parents will be informed and the student is allowed in the school only from 9:00 a.m. to 12:00 noon excluding recess and from 1:00 p.m. to 3:00 p.m. until the *nearest school break*. That means no lunch at school as well.
5. At each term break the log book will be wiped clean except for fourth time offenders. They only need to have their name entered once in the new term and he/she will automatically jump to fourth time consequences again. (32:3-4)

This program has been used for three years. In the first year there were a few names that were entered for step two. The second year a few names were entered in the book, but no one made it to stage two. Their school enrollment is over four hundred students from grades one to seven.

As one can see, they have experienced an excellent record using this unique policy.

CHAPTER ELEVEN — MERIT — DEMERIT SYSTEM

Punish the individual, not the class.

One fascinating idea of how to handle discipline problems is the project being used at the Riley Elementary School in New Castle, Indiana. They call it "Merit — Demerit Discipline."

The basis of this program is to use plus merits for good behavior and minus merits for poor behavior. This program is used in the sixth grade. Here are the guidelines to start the program:

RILEY MERIT — DEMERIT SYSTEM — 6th GRADE

- Code of behavior planned by committee of students and modified and accepted by class.
- Code of possible punishments also planned by committee as above.
- Chart with each student's name and space for checks (demerits) after name.
- If student collects three demerits, committee meets and sets appropriate punishment. (Punishment is to be constructive, reasonable, and have teacher approval. Teacher enforces punishment).
- Demerit may be cancelled by student. Student tells teacher at beginning of day that he/she will try his/her best to be the best *student* and *citizen* during that one

day. If so, demerit is cancelled. Usually consider three or four students daily.

— Committee is reelected each 9 weeks period. Rules are reviewed by new committee.

MERIT SYSTEM

— Make a chart with each student's name and space for stars (merits) placed on bulletin board.

— About twice a week or however convenient teacher give merits (stars) to deserving students. "Deserving students" means anyone who has put forth real effort to do his best, has been cooperative, has a good attitude, or has been helpful in any special way.

— Three stars (merits) entitles student to a reward.

— Rewards listed on chart on bulletin board.

Examples: Privilege of studying part time in library, gum chewing for a day, leading lunch line, credit for outside reading reports, etc.

— One *merit* may also be used to cancel one demerit. (24)

When discussing this program with one of the sixth grade teachers, she stated that:

> "The students are all for this type of disciplinary procedure. They get to participate in the decision making of the class and help decide what is fair punishment."

When talking to one of the students, her positive attitude about this program seemed to indicate this procedure was a success. Not one note of negativism came from her.

This is one program that is working. If this program is selected, you might want to modify it to suit your own needs. The merit-demerit system would be best suited for the upper elementary students.

CHAPTER TWELVE — DISCIPLINE AND THE ANGRY CHILD

He who hassles gets hassled.

Many situations will arise concerning disruptive behavior and the child who is angry. We should try to distinguish between anger and aggression. Anger is a temporary emotional state caused by frustration while aggression is often an attempt to hurt a person or to destroy property.

Handling children's anger can be distressing, draining, and puzzling to teachers and principals. Many times we must learn to accept the child's feelings and try to channel and direct them to constructive ends.

Strong feelings cannot be denied, and angry outbursts should not always be viewed as a sign of a serious problem. It should be recognized and treated with respect.

Anger may be caused by the following:

1. A defense to avoid painful feelings.
2. May be associated with failure.
3. Low self-esteem.
4. Feeling of isolation.
5. Anxiety about situations over which the child has no control. (8:1)

One could list at least one hundred more causes that could cause a child to become angry, but the idea here was to give you a list of the most frequent causes.

How do we respond to the angry child? Some of the

following suggestions for dealing with the angry child are given by Fritz Redl and David Wineman. They should be considered helpful ideas and not seen as a "bag of tricks":

1. Catch the child being good. Tell the child what behaviors please you. Respond to positive efforts and reinforce good behavior.
2. Deliberately ignore inappropriate behavior that can be tolerated. This doesn't mean that you should ignore the child, just the behavior. The "ignoring" has to be planned and consistent. Even though this behavior may be tolerated, the child must recognize that it is inappropriate.
3. Provide physical outlets and other alternatives. It is important for children to have opportunities for physical exercise and movement, both at home and at school.
4. Manipulate the surroundings. Aggressive behavior can be encouraged by placing children in tough, tempting situations. We should try to plan the surroundings so that certain things are less apt to happen.
5. Use closeness and touching. Move physically closer to the child to curb his/her angry impulse. Young children are often calmed by having an adult nearby.
6. Express interest in the child's activities. Children naturally try to involve adults in what they are doing, and the adult is often annoyed at being bothered.
7. Be ready to show affection. Sometimes all that is needed for any angry child to regain control is a sudden hug or other impulsive show of affection. Children with serious

emotional problems, however, may have trouble accepting affection.

8. Ease tension through humor. Kidding the child out of a temper tantrum or outburst offers the child an opportunity to "save face." However, it is important to distinguish between facesaving humor and sarcasm or teasing ridicule.
9. Appeal directly to the child. Tell him/her how you feel and ask for consideration.
10. Explain situations. Help the child understand the cause of a stressful situation. We often fail to realize how easily young children can begin to react properly once they understand the cause of their frustration.
11. Use physical restraint. Occasionally a child may lose control so completely that he has to be physically restrained or removed from the scene to prevent him from hurting himself or others. This may also "save face" for the child.
12. Encourage the child to see his strengths as well as his weaknesses. Help the child to see that he can reach his goals.
13. Use promises and rewards. Promises of future pleasure can be used both to start and to stop behavior. This approach should not be compared with bribery. We must know what the child likes — what brings him pleasure — and we must deliver on our promises.
14. Say "NO!" Limits should be clearly explained and enforced. Children should be free to function within those limits.
15. Tell the child that you accept his/her angry feelings, but offer other suggestions for expressing them. Teach children to put

their angry feelings into words rather than fists.

16. Build a positive self-image. Encourage the child to see himself as a valued and valuable person.
17. Use punishment cautiously. There is a fine line between punishment that is hostile toward a child and punishment that is educational.
18. Model appropriate behavior. Parents and teachers should be aware of the powerful influence of their actions on a child's or group's behavior.
19. Teach children to express themself verbally. Talking helps a child have control and thus reduces acting out behavior. (8:2-4)

Good discipline includes creating an atmosphere of quiet firmness, clarity, and conscientiousness, while using reasoning. Bad discipline involves punishment which is unduly harsh and inappropriate, and it is often associated with verbal ridicule and attacks on the child's integrity.

These points could also be used in trying to solve your everyday discipline problems.

CHAPTER THIRTEEN — CORPORAL PUNISHMENT

Spare the rod and spoil the child.

The use of corporal punishment in our schools today has been a controversy for the past few decades. In the past few years the pendulum has swung to other means of punishment instead of paddling. Now, the pendulum is heading back toward the other direction. Whether educators want to admit it or not, corporal punishment is being used in our school systems today. The Supreme Court ruling in favor of corporal punishment has stirred the educational world.

Like any controversy, many feel corporal punishment has its good points and its bad points. Let's take a look at both sides and then you can decide for yourself what is best.

Educators who feel this type of punishment is beneficial gives these propositions in support of their argument:

1. Corporal punishment is necessary to protect teachers and maintain a functioning learning environment.
2. It's good for the student.
3. The school's clients favor it. (28:8)

In some cases it does help to maintain a better classroom environment. The punishment might not help the child per se, but can be used as a deterent for the rest of the class. It might just make the others think twice.

Paddling can be used for the good of the student. Physical punishment, if used with common sense, can't hurt the student. School leaders and parents are beginning to realize that a paddle to the lower extremities is a good way to solve discipline problems. Just ask Max Rafferty!

The educational staff wants corporal punishment. In talking with teachers and administrators in the tri-state area of Indiana, Ohio, and Kentucky, they gave the following reasons why they would rather use this form of punishment:

1. It's the fastest way of solving the problem. They don't have time in the classroom to spend with many different methods of deterring discipline problems.
2. It serves as a meaningful learning tool.
3. Parents demand the use of corporal punishment.
4. For some students, this is the only technique they know.
5. If all fails, let's use it.
6. Once the child receives his punishment, it's over with. You don't keep hassling the student.

Parents are receptive to corporal punishment these days. In the public opinion poll by Gallup, it showed that the lack of discipline in our schools was the top problem mentioned.

In conclusion, the public is backing the school staff up against the wall concerning discipline. Many administrators feel this is their last resort in solving the problem.

Now the other side of the coin. Anti-corporal punishment groups state the following as reasons why this method of punishment should not be used:

1. Corporal punishment is a means of dealing with the symptoms, not the cause.

2. Those usually given corporal punishment are used to it and, as a result, it has little deterent effect in some cases.
3. Corporal punishment and teaching as a profession do not belong together.
4. The use of corporal punishment is usually employed by those who should not be permitted to use it. (28:8)

Using corporal punishment is not dealing with the cause. When using corporal punishment, aren't we using violent behavior to correct a violent response? We could say violence breeds violence. The punishment might solve the problem right then, but no one can be sure what the long term effect might be. Here is one idea:

> "Unless the aftermath is watched we can often be deceived into believing we have achieved a result which we have not. Children are quite likely to show surface deference and good behavior after any such incident. Inwardly, they may be seething with contempt or be bitter at injustice. Aggressive feelings driven underground may turn up in fights among children." (23:309)

The National Advisory Committee on Child Abuse and Neglect have made this recommendation:

> "Corporal punishment in the schools should be ended." (21:69)

Another committee, The N.E.A. Task Force on Corporal Punishment, made these general conclusions concerning the problem of corporal punishment:

1. Physical punishment is an inefficient way to maintain order; it usually has to be repeated over and over.
2. Physical punishment may increase disruptive behavior.
3. Physical punishment hinders learning.
4. Physical punishment is not suitable for any

children, regardless of their socioeconomic status.

5. Physical punishment is most often used on students who are physically weaker and smaller than the teacher.
6. Physical punishment is often a sympton of frustration rather than a disciplinary procedure.
7. Infliction of physical punishment is detrimental to the educator.
8. Physical punishment does not develop self-discipline.
9. Physical punishment develops aggressive hostility.
10. Physical punishment teaches that might is right.
11. Physical punishment by educators is not comparable to that inflicted by parents.
12. Students may prefer physical punishment to other alternatives offered them.
13. Limitations on the way physical punishment is to be used are often regularly ignored.
14. Physical punishment is legal in many places, but its constitutionality is being challenged in several court suits.
15. The availability of physical punishment discourages teachers from seeking more effective means of discipline.
16. The use of physical punishment inclines everyone in the school community to regard students as less than human and the school as dehumanizing. (28:7)

Now taking into consideration all of the reasons why we shouldn't use corporal punishment, educators are crying out "What alternatives do we have?" The N.E.A. Task Force have set up short, intermediate, and long

range solutions to the problem. A glance at these alternatives are worthy of consideration. This is the Task Force's plan:

Short-Range Solutions

1. Quiet places (corners, small rooms, retreats).
2. Student-teacher agreement on immediate alternatives.
3. Teaming of adult-teachers, administrators, aids, volunteers (parents and others) — to take students aside when they are disruptive and listen to them, talk to them, and counsel them until periods of instability subside.
4. Similar services for educators whose stamina is exhausted.
5. Social workers, psychologists, and psychiatrists to work on a one-to-one basis with disruptive students or distraught teachers.
6. Provision of alternate experiences for students who are bored, turned off, or otherwise unreceptive to particular educational experiences:
   a. Independent projects.
   b. Listening and viewing experiences with technological learning devices.
   c. Library research.
   d. Work-study experience.
7. In-service programs to help teachers and other school staff learn a variety of techniques for building better interpersonal relations between themselves and students and among students:
   a. Class meetings (Glasser technique).
   b. Role playing.
   c. Case study-what would you do?
   d. Student-teacher human relations re-

treats and outings.

e. Teacher (or other staff) — student-parent conferences.

8. Class discussion — of natural consequences of good and bad behavior (not threats or promises); of what behavior is right; of what behavior achieves desired results; of causes of a bad day for the class.
9. Privileges to bestow or withdraw.
10. Approval or disapproval.
11. Other staff members to work with a class whose teacher needs a break.

Intermediate-Range Solutions

1. Staff-student Committee jointly develops discipline policy and procedures.
2. Staff-student committee to implement discipline policy.
3. Parent education program in interpersonal relations.
4. Staff in-service program in interpersonal relations, on understanding emotions, and on dealing with children when they are disruptive.
5. Student human relations councils and grievance procedures.
6. Training for students and teachers in crisis intervention.
7. Training for students in student advocacy.
8. Training for teachers in dealing with fear of physical violence.
9. Regular opportunities for principals to experience classroom situations.

Long-Range Solutions

1. Full involvement of students in the decision-making process in the school.
2. Curriculum content revision and expansion

by students and staff to motivate student interest.

3. Teacher in-service programs on new teaching strategies to maintain student interest.
4. Alternate programs for students.
5. Work-study programs.
6. Drop-out-drop-in programs.
7. Alternative schools within the public school system.
8. Few enough students per staff member that staff can really get to know students.
9. Adequate professional specialists-psychiatrists, psychologists, social workers.
10. Aids and technicians to carry out paraprofessional, clerical, and technical staff who are free to work directly with students more of the time.
11. A wide variety of learning materials and technological devices.
12. Full implementation of the *Code of Student Rights.*
13. Full implementation of N.E.A. Resolution 71-12: "Student Involvement". (28:27-28)

These ideas are good if you can get full cooperation from staff, parents, and administrators. A full time discipline advisor would be helpful. Teachers are hired to teach, not to be bogged down with the handling of every discipline program in the classroom. Parents need to be informed of all school policies so that no rock can be left unturned. The administrator must not expect the teacher to handle and solve *all* the discipline problems. There is not enough hours in the day.

The controversy surrounding corporal punishment is an everlasting one. No matter how you look at it, there is going to be two sides to the story. In this case, what works best for you should be done. Whatever is selected, the best bet to success is to be consistent and fair.

CHAPTER FOURTEEN — SCHOOL CLIMATE — BETTER ATMOSPHERE — BETTER DISCIPLINE

Follow your honest convictions and be strong.

The quality of school climate can have a drastic effect on the discipline in your school. Whether it's positive or negative will most likely determine the amount of problems you will encounter.

Take a look at these climate factors to see if your school or class possess them:

1. *Respect.* Students should see themselves as persons of worth, believing that they have ideas, and that those ideas are listened to and make a difference. Teachers and administrators should feel the same way. School should be a place where there are self-respecting individuals. Respect is also due others. In a positive climate there are no put-downs.
2. *Trust.* Trust is reflected in one's confidence that others can be counted on to behave in a way that is honest. They will do what they say they will do. There is also an element of believing others will not let you down.
3. *High Morale.* People with high morale feel good about what is happening.
4. *Opportunities for Input.* Not all persons can be involved in making the important decisions. Not always can each person be as

influential as he might like to be on the many aspects of the school's programs and processes that affect him. But every person cherishes the opportunity to contribute his or her ideas, and know they have been considered. A feeling of a lack of voice is counterproductive to self-esteem and deprives the school of that person's resources.

5. *Continuous Academic and Social Growth.* Each student needs to develop additional academic, social, and physical skills, knowledge, and attitudes.
6. *Cohesiveness.* This quality is measured by the person's feeling toward school. Members should feel a part of the school. They want to stay with it and have a chance to exert their influence on it in collaboration with others.
7. *School Renewal.* The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing, and changing rather than following routines, repeating previously accepted procedures, and striving for conformity.
8. *Caring.* Every individual in the school should feel that some other person or persons are concerned about him as a human being. Each knows it will make a difference to someone else if he is happy or sad, healthy or ill. (Teachers should feel that the principal cares about them even when they make mistakes or disagree. And the principal should know that the teachers — at least most of them — understand the pressures under which he or she is working and will help if they can). (10:8)

So many times we expect more out of our students

then we ourselves want to sacrifice. If we develop a better climate for our surroundings, more learning will take place and subsequently less discipline problems will arise.

CHAPTER FIFTEEN — WHERE SHOULD WE GO NOW?

The difficult I do immediately, the impossible takes a little longer.

After digesting all the material presented, the solution of discipline is a rough one.

Every discipline problem reflects a different situation and attitude involved. That's why no one set method works. A sample of two or more methods might be the answer, or one certain method might work best for the classroom teacher or principal.

To say MY method is the best way to solve disruptive behavior would only be leading you on. Let's face it, what works for me isn't necessarily going to work for you.

Here are some suggestions that might be of benefit to you before you tackle your discipline problems:

1. Study the material in this handbook and design a program that fits the needs of your students and the situation they are involved in.
2. If need be, use the trial and error method. It would be better to say I tried and failed, then to say I didn't try at all.
3. Don't ever give up on any child. Just think back how you would have felt if someone had given up on you.
4. Document all disruptive behavior.
5. Try all avenues.

I would like to close this handbook on a positive note. One must remember that we are dealing with small, immature, unknowing, valuable human beings.

I think we can all benefit from A.B. Caldwell's Child's Bill of Rights:

> I am a human being. As such I am composed of feelings, emotions, habits, and a reasonable amount of ability to think for myself. I am not a mere cog in the huge educational machine but am a complete machine; nay, I am more, for I possess the following inalienable rights:
>
> 1. I have the right to be treated by the teacher with as much courtesy as she might expect her principal or superintendent to show her.
> 2. I have the right to a teacher who loves children and when I do not have such, as is so often the case, I have the right to show that I do not love her.
> 3. I have the right to be different from other folks and the right to develop my own special interests and abilities.
> 4. I have the right to a voice in the government of my class and my school and the right to show as much imperfection in this as adults show in their government of themselves.
> 5. I have the right to fair play and when in trouble to have my side presented by myself and my fellows impartially.
> 6. I have the right to a temperless trial and an angerless punishment, otherwise I shall become bitter toward my oppressors.
> 7. I have the right to my own temper and when a teacher loses hers I have the right to lose mine also.
> 8. Since adults no longer have public stocks, whipping posts or gallows in the town square, I have the right to have the public

excluded when I suffer mental or bodily punishment.

9. When my pride is humiliated, I have the right to some form of self-expression, otherwise I shall display arrogance and bullying.
10. I have the right to know why a thing is done, as well as to know how it is done. When a teacher assigns mere "busy work" I have the right to invent some of my own.
11. I have the right to use what brains I have in helping plan the work I am to do, and if refused this, I shall assert the right of indifference.
12. I have the right to self-expression; the chance to talk and hear my fellow pupils talk rather than be forced to listen to the teacher most of the time.
13. I am a bundle of nervous energy and have the right to use this in some other ways than mere reading of books or the manipulation of figures.
14. I have the right to know how well I have succeeded at each task undertaken, provided the teacher recognizes the fact that there are usually several ways to do a given task.
15. I have the right to success in tasks suited to my ability.
16. In short, I have the right to my own unique personality, different from every other personality in the world. (5)

Don't we demand the same rights? A better understanding of children and self will soften the task of discipline immensely.

Solving discipline problems will not be an enjoyable job, but with time, patience, firmness, and fairness, the solution can be a rewarding experience.

Be positive and good disciplining.

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